

<b>LEA Name:</b>	Hamilton Central School District
<b>BEDS Code:</b>	250701040000

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2017-2018 District Comprehensive Improvement Plan (DCIP)

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**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent		Dr. Anael Alston	6-Sep-17
President, B.O.E. / Chancellor or Chancellor's Designee			6-Sep-17

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.





## DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").**

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

**2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").**

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

**3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").**

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

**4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").**

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

**5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").**

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

**6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").**

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

**7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").**

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

On NYS 2017 3-8 Assessments in ELA and mathematics, the economically disadvantaged subgroup for which the school was identified met AYP. The 2016 and 2017 proficiency rates for this group are 27% and 21% respectively, and the school's overall 3-8 assessment rates for 2017 exceed the State proficiency rate: 52% vs. the State's 40% rate. Teachers used data and instructional strategies targeted and differentiated to meet the needs of all students, especially economically disadvantaged students. The RtI Plan was written, BOE adopted, and implementation is in progress; the tiered interventions and procedures for monitoring student progress have resulted in overall achievement growth. The district is working on a 3-year Strategic Plan with a comprehensive needs assessment and with targeted goals and action steps to improve teaching and learning for all students and subgroups. The district has a BOCES data analyst who is working with the district, and teachers are being introduced to the use of Data Dashboard. NWEA was introduced this year as an assessment measure for students assigned to 3-8 to monitor student growth and achievement. eSPARK Learning was introduced this year as an online program for supplemental ELA and mathematics learning in after school for 50 elementary K-5 students, most who were in the economically disadvantaged subgroup.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Though individual building plans were developed for DCIP identified goal areas, the school leaders realized the need to chunk the implementation process as there are complex and comprehensive facets within each goal that could not be achieved within a single year. Additionally, the timelines needed to be adjusted, especially for strategic planning as the work took longer than anticipated. Therefore, the actual implementation of these plans with targeted action steps will be detailed in this DCIP with the establishment of structures for sustainability.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the improvement initiatives described in the current DCIP.

Development of a comprehensive District data system that utilizes the Data Dashboard for electronically housing current student achievement data; plan to utilize the vision, mission and core beliefs for all individual and committee decision-making; ELA and mathematics curriculum will be electronically written and maintained at the District level; plan for yearly professional development that meets the needs of all teachers while building internal consistency and capacity; implementation of an RtI/Special Education structure for compiling and monitoring achievement data; and a plan to better include and support parents in advocacy of their child's/children's academic achievement and success.

- List the identified needs in the district that will be targeted for improvement in this plan.

A system for collecting data; opportunities for increased parent engagement; identification of a vision, mission and core beliefs to guide decisions; monitoring of data to be sure needs of RtI students are met and to evaluate effectiveness of intervention programs and strategies; teacher opportunities to collaborate; professional development that meets the needs of departments and grade level teams; specific and reciprocal communication between home and school; and emphasis on SEDH to be sure students are not falling through the cracks without tiered interventions.

- State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

The district has no formalized multi-year Strategic Plan on which to operate in order to maintain focus and measurement on its ability to prepare all students for college and career readiness. A Steering Committee was convened last year to establish such a plan and to review the existing district mission and commitments to see if they need revision/updating to guide district decision-making so all students' needs are met. This is especially important as the Focus District designation has caused the district to review and monitor student subgroup data to be sure all students are maximizing their educational potential. The Strategic Planning Committee reviewed district data and conducted a needs assessment based on the district's ability to realize the mission and vision statement in the areas of: leadership, curriculum, instruction, social and emotional developmental health and parent engagement. The Committee is in the process of finalizing the Plan and mission/vision revisions and sending them to the Board of Education for approval. In the meantime, the district has the current mission statement: "The Hamilton Central School provides a wide range of traditional and innovative learning opportunities in a safe, caring, and challenging environment for all students." It also commits to the following: "In preparing students to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the Hamilton Central School District will:

- Recognize their responsibility to help meet the physical, intellectual and emotional needs of children, in particular the needs to inquire, learn, think, and create; to establish aesthetic, moral and ethical values; and to relate satisfactorily to others in social situations involving family, work, government and recreation.
- Accept primary responsibility for directing students towards mastery of the skills of learning, thinking and problem-solving; for teaching them to use the various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage, and for stimulating them to productive work in the various areas of human behavior.
- Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values."

- List the student academic achievement targets for the identified subgroups in the current plan.

The academic achievement target for the economically disadvantaged subgroup is to increase performance index achievement by 5% district-wide with specific targets for grades 3 and 6 to increase the number of students demonstrating proficiency by 10%.

- Describe how organizational structures will drive strategic implementation of the mission/guiding principles.
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The district will utilize the strategic planning team (comprised of community members, parents, teachers, and school leaders) and the separate building steering teams (comprised of school leaders, teachers and parents) to implement and monitor the DCIP and achievement of goals and action steps, leading toward further decisions and actions to realize the mission and guiding principles in organizational and instructional delivery that maximize success for every Hamilton Central School student. Being a PK-12 building, the two respective principals will provide oversight for committees and individuals in use of the mission and guiding principles in decision-making, emphasizing meeting the academic and socio-emotional needs of all students.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

The district primarily uses superintendent's days for professional development. Because the district lacks a defined system for collecting and utilizing data, starting in September, the school leaders will be providing professional development in the use of technology and the Data Dashboard. Additionally, in implementing the Response to Intervention Plan and based on the PLC surveys, PD will also be provided around the topic of social-emotional developmental supports which were identified by the District Professional Development Planning Committee.

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

District leaders use the following communication methods: district and school websites, phone calls, emails, letters, newsletters, school district community forums for transparent discussion/dialogue, school tool portals, parent group meetings, and shared decision making teams.

- List all the ways in which the current plan will be made widely available to the public.

The DCIP will be posted on the district website, a hard copy available in the superintendent's office and will be shared and explained at the August BOE meeting, at opening school day meetings with faculty, fall open house, school parent organization meetings, and in a summation newsletter sent to parents and community in the September newsletter from the superintendent and school leaders.

### District Information Sheet

District Information Sheet							
District Grade Configuration	PK-12	Total Student Enrollment	548	% Title I Population	30%	% Attendance Rate	94%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	1%	% Hispanic or Latino	2%	% Asian, Native Hawaiian/Other Pacific Islander	3%	% White	93%	% Multi-Racial	1%

Overall State Accountability Status											
Number of Focus Schools	0	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	0	Number of Title I SIG 1003(a) Recipient Schools	2	Number of Title I SIG 1003(g) Recipient Schools	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective</b>			
	Limited English Proficient		

**For Districts with Priority Schools: Whole School Reform Model**

**1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school(s).**

**2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.**

**A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school(s) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.**

**B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.**

**C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.**

### Common Leading Indicators Worksheet

<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.</u></b>	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students					Y	
Student Average Daily Attendance					Y	
Student Drop-Out Rate						
Student Credit Accruals (HS Students)					Y	
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)					Y	
Student Discipline Referrals					Y	
Student Truancy Rate					Y	
Data Dashboard Usage	Y					
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate						
Teachers Rated as "Effective" and "Highly Effective"				Y		
Teacher Attendance at Professional Development				Y		
Parent Attendance at Workshops						Y
Parent Participation in District/School Surveys						Y
School Leader/Committee Meeting Agendas, Minutes		Y		Y		
School and District Quarterly Student Achievement and SEDH Status Reports	Y				Y	
District/School Vision, Mission, Core Beliefs Documentation						
RtI Plan with Academic and SEDH tiers					Y	
Electronic Curriculum Plan & Electronic Curriculum			Y			
Student Performance on Summative and Formative Assessments	Y		Y		Y	
Parent Engagement Plan						
School Leader Walk-throughs and Feedback	Y		Y	Y	Y	
School Report Cards and Progress Reports					Y	
Quarterly Data Reports by Departments and School Leaders						

Professional Development Calendar/Plan				Y		
Teacher Webpages, parent portals				Y		Y
Budget		Y				
Scheduling		Y				
Teacher Lesson Plans			Y	Y		
Parent Needs Assessment Survey						Y
Newsletters to Community/Parents	Y					

### Tenet 1: District Leadership and Capacity

<b><u>Tenet 1: District Leadership and Capacity</u></b>	<b>The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	<b>May-16</b>
<b>B2. DTSDE Review Type:</b>	District-led Review

<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u></b>	The district has no comprehensive district and school-based data system for establishing SMART goals and monitoring action step achievement in realizing these goals. The PLC Data Triangle Survey of students, parents and teachers identifies this as a risk factor with only 25% of respondents agreeing that a data system exists; and only 12.2% agreeing that Data Dashboard is utilized for monitoring achievement/progress. 36% of the teachers say grade levels and departments use data protocols for reviewing student work, and only 43% of the teachers agree that there is collaboration across grade levels to discuss student achievement. The elementary building utilizes Fountas and Pinnell, NWEA and internal assessments to monitor progress, but the secondary level is limited without normed assessments or identified formative assessments used to monitor student achievement levels, especially for specified subgroups.
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<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></b>	By June 2018, the district will have a fully operationalized PK-12 data collection and monitoring system implemented which identifies structures and personnel responsible for quarterly data reporting/analysis (including disaggregated subgroup data) so proactive and continuous actions are initiated to improve student achievement and success as measured by longitudinal academic assessment and social emotional developmental health data/trends throughout the year.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Quarterly Academic Data Reports by Departments and School Leaders, School Steering Committee Meeting Agendas and Minutes, Data Dashboard Usage, Grade Level and Department Meeting Agendas and Minutes, Newsletters to Community/Parents, Principal Walk-throughs

<b><u>E1. Start Date: Identify the projected start date for each activity.</u></b>	<b><u>E2. End Date: Identify the projected end date for each activity.</u></b>	<b><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></b>
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5-Sep-17	30-Sep-17	Principals will provide professional development on the Data Dashboard system to all staff during the first month of school in order for all teachers to include assignments and assessment data in the system.
1-Oct-17	30-Jun-18	The elementary and secondary principals will work with grade level and department teachers to identify additional data points (especially formative benchmark assessments at the secondary level) that will be added during the year to enhance the Dashboard and provide teachers with data that informs their instruction and ability to raise achievement levels for all students.
5-Sep-17	30-Jun-18	At the secondary level, the principal will oversee that teachers pull school tool data and Schoology data into the Data Dashboard quarterly in order for grade levels, departments, and individual teachers to analyze, monitor and make instructional data decisions that target and differentiate teaching and learning practices to meet individualized needs of all students.
5-Sep-17	30-Jun-18	At the elementary level, the school leader will provide data-driven instructional expectations and protocols for all teachers to use during weekly common planning time to analyze and monitor the Data Dashboard at least every 5 weeks in order to differentiate and target curricular and instructional practices to meet the needs of all students.
5-Sep-17	30-Jun-18	The secondary school leader will provide data-driven instructional expectations and protocols to departments and grade levels to use during monthly meetings to analyze Dashboard data and students' work in order to make curricular or instructional decisions that will increase progress toward mastery achievement levels for all students.
1-Oct-17	30-Jun-18	The elementary and secondary principals will oversee the RtI team review of the student Dashboard quarterly data to evaluate the effectiveness of intervention programs and strategies in order to make necessary adjustments/adaptations to increase student academic or socio-emotional progress toward desired outcomes.
1-Nov-17	30-Apr-18	School leaders and building steering teams will review and compile quarterly Dashboard data for each school respectively and share this data with all staff at a monthly faculty meeting for discussion of the needs and communication of student, teacher and parent roles to improve school-wide data.
1-Nov-17	30-Jun-18	The principals will compile individual building data and provide a quarterly status report to the superintendent in order for him to disseminate this data to appropriate stakeholder groups/committees for shared and collaborative responsibility in celebrating progress and success and for identifying helps that will continue the upward trajectory of achievement for all students in the district.
30-Nov-17	30-Jun-18	The superintendent and building principals will use the district quarterly newsletter as a means of updating parents on achievement progress and include parents in accountability by providing helps that parents can provide at home to improve student achievement.
1-Jun-18	30-Jul-18	Principals will provide an end of year status report on year's achievement/progress to BOE and community in order for organizational and instructional adjustments to be made for the start of the 2018-2019 school year for continuous improvement.

10-Sep-17	15-Jun-18	School principals will conduct daily walk-throughs and provide individual, grade level and department feedback to all teachers regarding the use of data to inform instruction in the classroom as a result of professional development, teacher collaboration and individual decisions to differentiate instruction to meet the needs of all students.

## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	<b>May-16</b>
<b>B2. DTSDE Review Type:</b>	District-Led Review
<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u></b>	The district is operating without a strategic plan to guide organizational and instructional decision-making. Therefore, decisions are sometimes reactive and made year to year without longitudinal data analyzed and without incremental actions implemented and monitored over a period of time for continuous improvement to meet student achievement goals. As a result of Focus District designation under the New York State Accountability System, attention was drawn to identify needs under leadership, curriculum, instruction, social-emotional developmental health and parent involvement as there were no goals and action steps implemented for improvement in those areas. The District Strategic Planning Team has met monthly for the past school year, but to date, has not completed a 3-year Strategic Plan that will provide focus for the respective building principals to implement recommendations and action steps responsive to school community needs. Part of this committee's charge is to also review the existing mission statement for the district and consider writing/updating a vision, mission and core beliefs that guide district decision-making for meeting the needs of all students and the community at large. The existing mission and beliefs are currently not known and utilized by all stakeholders in the decision-making process.
<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></b>	By June 2018, the district leaders will begin implementation of year 1 of a 3-year Strategic Plan to increase organizational and instructional performance, with guided decision-making by the district vision, mission and core beliefs in order to better meet the needs of the entire school community as measured by fiscal and human resource allocations, curriculum and program consideration/evaluation, professional development/instructional support, and parent/community engagement.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Budget, Scheduling, Staffing, School Leader/Committee Meeting Agendas and Minutes, Student Achievement Data, Curriculum Adaptations, Parent Attendance and Communication, Professional Development Attendance, Principal Walk-through Feedback

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
5-Sep-17	1-Oct-17	The Superintendent will provide the timeline and charge for the District Strategic Planning Committee to finalize their work and to present the multi-year District Strategic Plan, which includes any creating/revising of the Hamilton Central School District vision, mission and core beliefs, to the Board of Education for approval.
1-Oct-17	30-Nov-17	The Board of Education will adopt the 3-year Strategic Plan and any mission/vision/core belief revisions, so they serve as foundation for district, school and community focus and unification in meeting the needs of all students.
1-Dec-17	31-Jan-18	The superintendent and principals will communicate the Strategic Plan and the district vision, mission and core beliefs to all district stakeholders during faculty; committee; grade level and department meetings; parent and community meetings; and parent newsletters monthly in order for all stakeholders to familiarize, internalize and operationalize these documents in their decisions and support of the District's students.
1-Dec-17	31-Jan-18	The superintendent and principals will work with support personnel to include the vision, mission and core beliefs in appropriate school documents such as letterhead/stationery, handbooks, and District websites in order for these to be operationalized into daily commitment and responsibility for maximizing achievement and success for all students who attend Hamilton Central Schools.
1-Dec-17	30-Apr-18	The superintendent, school principals, district directors and Board of Education will utilize the Strategic Plan, vision, mission and core beliefs in budgetary planning in order to prioritize, guide and make decisions regarding fiscal and human resources and allocations necessary to meet the needs of all students.
1-Dec-17	30-Jun-18	The superintendent and school principals will provide copies of the Strategic Plan, vision, mission and core beliefs to all district and building committees/partners, so they make organizational or instructional recommendations to improve teaching and learning aligned to these documents.
10-Sep-17	30-Nov-17	The superintendent and principals will develop a process for including parent, community and teacher representation on all district and school committees, allowing for distributive leadership opportunities and reciprocal communication in order to nurture community collaboration and responsiveness.

### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	<b>SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	<b>May-16</b>
<b>B2. DTSDE Review Type:</b>	District-Led Review
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	Curriculum is developed by individual teachers, so there is no comprehensive district PK-12 electronic housing of a scope and sequenced curriculum. There has been no cross-grade level review, articulation and check for a scope and sequence of NYS Standards-based instruction for continuous and consistent curriculum and instruction. There is no structure or system for providing district curricular guidance or access to new teachers, parents moving into the district, or sudden long-term teacher absence as current curriculum is the property of individual teachers, impacting curriculum consistency and access at any point in time.
<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2018, the District will have electronic compilation of updated curriculum for PK-12 in ELA and Mathematics as evidenced by the scope and sequenced curriculum maps and units housed on the District website.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Electronic Curriculum Plan & Electronic Curriculum, Student Performance on Summative and Formative Assessments, School Leader Walk-throughs and Feedback, Electronic Teacher Unit and Lesson Plans

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
10-Sep-17	1-Nov-17	The superintendent will charge the District Curriculum Committee with determining the expectations and timelines for curriculum work that includes identified criteria and the software system/template to be used by all content areas for consistent curriculum writing and development as well as quarterly status checks and feedback to groups working on curriculum writing in order for curriculum to meet the quality and expectations of the Committee.
1-Oct-17	18-Dec-17	The District Curriculum Committee Co-chairs will work with the Committee members to establish a plan and timeline for all curriculum writing to be developed using the identified electronic tools within the next three years in order for the district to have viable NYS Common Core Learning Standard (CCLS) or NYS Content Standard aligned curriculum electronically available to all stakeholders.
5-Sep-17	1-Nov-17	The superintendent will contact BOCES personnel for presentations of eDoctrina or other available software programs that are available for curriculum work and which may interface with the Data Dashboard so the Curriculum Committee can review and provide input regarding use of these systems/structures for curriculum writing.
1-Dec-17	30-May-18	School principals will monitor the monthly work of the ELA and mathematics curriculum teams and provide feedback to them in order for them to proceed and meet the curriculum writing process deadlines.
1-Jan-18	30-Apr-18	The school principals will have the grade level/department curriculum writers provide quarterly status reports to the rest of the grade level/department in order for discussion and feedback regarding the scope and sequencing of units and lessons to reach the desired College and Career Readiness Anchor Standards.
1-Jun-18	30-Jun-18	The school principals and Curriculum Committee will submit the curriculum to the BOE for approval and adoption in order this curriculum to be documented and utilized within the District to inform instructional lesson planning and practice.
10-Sep-17	15-Jun-18	The school principals will inform and check during walk-throughs for all teachers to include in daily instruction a student objective/"I can" statement that includes an academic procedure such as analyze, evaluate, summarize, solve with identified success criteria for students in order for students to know and be accountable for what they are to know and be able to do as a result of the day's instruction.

### Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.</b>	
<b>B1. Most Recent DTSDE Review Date:</b>	<b>May-16</b>	
<b>B2. DTSDE Review Type:</b>	District-Led Review	
<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u></b>	The school district has a District Professional Development Planning Committee which identifies the focus of professional development for the year's superintendent's days, but there is not a comprehensive professional development plan that provides opportunities for all departments to have their needs met. On the PLC Data Triangle survey, only 25% of the teachers surveyed identified that the needs of their departments were met through targeted professional development. Additionally, PD is limited to superintendent's days for the most part without a comprehensive plan that all teachers should have PD in certain instructional practices that are differentiated in order for them to grow professionally and provide better instruction in the classrooms.	
<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></b>	By January 15, 2018, the district leaders will work with the District Professional Development Committee to develop a plan that includes identification of district-capacity building and common professional development as well as opportunities for all departments to identify professional development needs and venues for professional development that will lead to 100% of the teachers receiving a minimum of fifteen hours of professional development as evidenced by their attendance at the professional development, unit and lesson planning incorporation of instructional practices, meeting agendas/minutes and school leader walk-through feedback.	
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at Professional Development, School Leader/Committee Meeting Agendas, Minutes, School Leader Walk-throughs and Feedback, Professional Development Calendar/Plan, Teacher Webpages, Parent Portals, Teacher Unit/Lesson Plans	
<b><u>E1. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>E2. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></b>

1-Sep-17	15-Mar-18	The superintendent will work with the District Professional Development Committee and building steering committees to set the agenda and schedules for this year's professional development focus on superintendents' day use technology (Data Dashboard, eSchoology, strategies for use of SMART boards interactively, and Google Docs) and teacher strategies/supports for students who have social-emotional behaviors in the classroom in order for teachers to implement these strategies and tools in their instruction.
1-Oct-17	15-Jan-18	The District Technology Technology Coordinator will articulate the 3-year implementation plan to put technology in the hands of teachers and students, phasing it-in, so as this can be used in projecting budgetary implications in the next three years as well as the professional development support that will be required.
5-Sep-17	15-Jun-18	The principals and technology coordinator will work with all teachers so that the elementary iPads K-3, Chromebooks 4-9, and 10-12 using their own devices or district equipment are used to enhance and increase student engagement, especially in the areas of writing at least twice doing each week in the content areas of ELA and social studies.
1-Oct-17	30-Jun-18	The technology coordinator will work weekly with all new teachers and veteran teachers requiring additional PD for use of the technology in the classroom to improve student instruction and engagement.
1-Oct-17	1-May-18	The Technology Coordinator will devise after-school PD offerings for all teachers in order for them to gain proficiency in use of the Data Dashboard and other interactive technology in order for them to gain proficiency, confidence and increase implementation in the classroom.
10-Sep-17	15-Jun-18	Principals will conduct daily walk-throughs and provide feedback to individuals, grade levels and departments on the use of technology in the classroom in order to improve student engagement and use in the classrooms.
1-Oct-17	15-Dec-17	The principals will charge the District Professional Development Committee to survey all department teachers on their professional development needs to improve their instructional knowledge and practice as well as what PD venues would best meet their needs and use this information to inform the upcoming PD calendar and budget for the next school year.

## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>	<b>SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	<b>May-16</b>
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</u></b>	There is a district RtI Plan but measurement of Plan effectiveness in meeting the needs of all students is often based on perceptual data. There is no district system for collecting and monitoring current and longitudinal RtI data for academic and disciplinary referrals, academic monitoring of tiered support for student growth, chronic attendance, and home-school communications/partnerships in addressing individual student supports. Additionally, attention has not been given to subgroup data for the socio-economically disadvantaged subgroup to evaluate effectiveness of RtI Plan procedures and programs in meeting this group's needs. The actual data collected differs and remains in the respective schools. The PLC Data Triangle Survey reveals district-wide areas of risk based on perception: "Our school has definite procedures in place for students who are chronic offenders/and or experience ongoing difficulties in the classroom 36.7% agreement; We have support groups for students 35.7% agreement; School rules are posted, reviewed and understood 31.7% agreement; We have an effective program for building social-emotional health 39.7% agreement; We have an effective RtI program 36.8% agreement. When asking building principals, each has an RtI Team believed to effectively be implementing of the RtI Plan. However, absence of district-wide consistent concrete data to support or negate perceptions makes perception of RtI become reality which, in turn, impacts monitoring of maximized student achievement.
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<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></b>	By June 2018, the school principals will develop and implement a district-wide comprehensive data collection system to evaluate the effectiveness of RtI procedures and programs in meeting the needs of all students (including the socio-economic subgroup) as measured by quantitative and qualitative data on: referral procedures, monitoring of tiered supports for academics, social emotional developmental health and absenteeism.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Student Growth Percentile for Low-Income Students, Student Average Daily Attendance, Student Credit Accruals (HS Students), Student Discipline Referrals, Student Suspension Rate (Short-Term / Long-Term), Student Discipline Referrals, School and District Quarterly Student Achievement and SEDH Status Reports, RtI Plan with Academic and SEDH tiers, Student Performance on Summative and Formative Assessments, School Leader Walk-throughs and Feedback, School Report Cards and Progress Reports

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal.</b> <b><u>Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></b>
Oct-17	Dec-17	The principals overseeing RtI will identify Data Dashboard consistent data to be collected at least quarterly for analysis and measurement of effectiveness of the RtI procedures and programs in meeting student needs. To be considered in this continuous data system are: referrals, supports provided, student success data (movement to next tiered level of support or backward trajectory toward Tier 1), student academic and behavioral data, attendance data.
5-Sep-17	30-May-18	The elementary principal will quarterly analyze the Fountas and Pinnell benchmark assessments for RtI/AIS students with grade level teachers to adapt tiered academic support accordingly in grades K-5 for continuous progress toward skill proficiency.
1-Nov-17	30-Jun-18	The principals and student support personnel will review quarterly student report cards and disciplinary quarterly data with the RtI team to inform Tier 1 instruction, referral to RtI, movement within tiers, or more targeted emphasis within a tier for measurable progress toward individual student acquisition of grade level standards.
1-Dec-17	1-Jun-18	The principals and their respective RtI Teams will review the effectiveness of their RtI programs, resources and procedures in meeting the needs of all students in order to make adaptations that will increase effectiveness.
10-Sep-17	15-Jun-18	The principals will conduct walk-throughs in all RtI classrooms and regular education classrooms, providing feedback on evidence of differentiation that supports the implementation of Tier 1-3 instruction in order for adaptations/adjustments to be made and for feedback to be provided to teachers and RtI team members to better meet the needs of RtI students.
1-Nov-17	25-Jun-18	The principals and school support staff will make home visits quarterly for students exhibiting chronic absenteeism in order to improve student attendance, increasing student academic performance.
1-Oct-17	30-May-18	The elementary principal will work with teaching staff and community partners to rekindle the Leg-up-on Learning, Community Mentor Program by advertising the need and developing the mentor- application process in order for mentors to be identified and used for at least twenty students.
Nov-17	Jun-18	The principals will evaluate the specific tiered supports identified in the RtI Plan by monitoring student academic, behavioral and attendance data quarterly in order for continuous improvement for students identified through RtI procedures.

## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	<b>SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</b>
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<b>B1. Most Recent DTSDE Review Date:</b>	<b>May-16</b>
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The district reaches out to the community for shared decision-making committees, utilizes a district newsletter, and district leaders and teachers communicate regularly with parents and community members. However, there is no formalized plan for making sure all parents and community members needs are being met. This is evidenced by the PLC Data Triangle Survey used by the District Strategic Planning Committee that identifies the following at-risk factors due to low percentages of agreement: "We have events for families encouraging a partnership for learning 35%; We conduct needs assessment with families so we understand their interests and needs 25%; we provide programs so families can help their children at home 32%." The secondary steering committee also noted possible elimination of parent-teacher conferences due to low participation, indicating the current structure and delivery model is not producing the desired outcome; whereas, in elementary, there is high parent attendance.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 30, 2018, the district will implement the strategic plan recommendation for Tenet 6 to increase family and community engagement by meeting parental needs that are measured by increased attendance at workshops, conferences, and academic events; participation responses in a needs assessment survey, and increased reciprocal communication noted by PK-12 communication logs.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Webpages, District Survey Results, Parent Workshop/Event Attendance Logs, Parent Portal Usage, School-Home Communication Logs

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
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1-Dec-17	30-May-18	The district technology coordinator will provide PD for students and parents in the use of Google docs, Schoology, and the parent portal in order to increase and encourage reciprocal communication between home and school.
1-Oct-17	Feb.1, 2018	The school leaders will survey parents on communication vehicles and needs for best creating home-school connections/partnerships and empowering parents/guardians to advocate for their student's success through increased knowledge of curriculum and supports they can provide at home.
1-Oct-17	1-Apr-18	The elementary school leader will quarterly send home a letter to elementary parents asking them to identify concerns or topics to discuss at quarterly student-teacher conferences in order to individualize the conferences to best meet the needs of parents.
1Mrch 1, 2018	30-Jun-18	The principals will use the survey data to identify and schedule parent workshops and conferences for the remainder of this year and next year that meet parent interests and needs in order for parents to best support their child's/children's education.
1-Oct-17	30-Jun-18	Principals will require all teachers to provide at least one complementary comment and one specific targeted comment for improvement/sustained growth and achievement on each progress report, report card/oral communication to parents (exclusive of teachers assigned 80 or more students) in order to target areas for parent help and support at home.
1-Nov-17	30-Apr-18	The secondary school leader will begin implementation of quarterly student-led conferences for students who are underperforming so as to share student/parent and teachers/school accountability for improving student achievement for all underperforming students.
5-Sep-17	30-Jun-18	School support personnel will communicate with every student and parent assigned to them every quarter through a variety of venues- small group, letter of introduction, grade level helps, conferences, phone call or mass emails to strengthen family and school partnerships and improve student achievement and success.
1-Oct-17	30-Jun-18	The superintendent will include in the District newsletter every other month- information about the Emerald Foundation (graduates or community members), Friends of Music, or Sports Boosters, and other partnerships in order for parents/guardians and community partners to know of these partnership and how those interested could become involved.
1-Oct-17	30-May-18	Principals will provide guidelines formats, professional development and monitor all PK-12 teachers' development of their own webpage using Schoology, updating it monthly and communicating classroom information to parents in order for parents to support their children at home and at school.

### Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Hamilton Central School School Imporvement Grant (\$50,000) Title 1 (\$800), and General and Local	Focus District	\$111,800
<b>Funds (\$61,000)</b>		
Strategic Planning Facilitation		\$10,000
Data Driven Instruction, Data Dashboard, PD		\$10,000
DTSDE District Led Facilitator		\$3,000
Intervention/Tiered Implementation Supports, PD, Materials (Wilson, Foundations), Rtl		\$11,000
After School Class (ELA/Math) for Economically Dis. Students and Rtl students		\$10,000
Program Implementation Evaluation, K-8 Literacy Workshop,		\$6,000
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$111,800</b>

**Financial Allocation Plan - Parent Education**

<b>Parent Education Set-Aside Budget Summary</b>		
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for Parent Education</b>
District- Family Math, Literacy, and College and Career Planning Nights (materials for parents)		\$800
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$800</b>